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ABSTRACT

This bibliography includes materials that address themselves to the problems arising in setting up "junior kindergartens" to enroll children 4 years of age. It is restricted to preschool education within a public school setting and does not deal with the question of day care centers and private nursery schools. The bibliography is divided into four sections. The first section is a general introduction to the theory of early education and provides a background against which a decision can be made on whether to establish a junior kindergarten. The second section describes a number of curriculum guidelines specifically developed for children at the junior kindergarten level, and discusses evaluations that have been carried out to assess the effectiveness of some of these programs. Section 3 contains reports from some educational committees set up to study the need for and feasibility of extending public education to younger pupils. The last section describes a number of specific preschool programs recently developed that illustrate various approaches to early education and the teaching of young children. As much relevant Canadian material as possible has been included in the bibliography, and research studies have been limited to those carried out in the past five years. (Author/CS)

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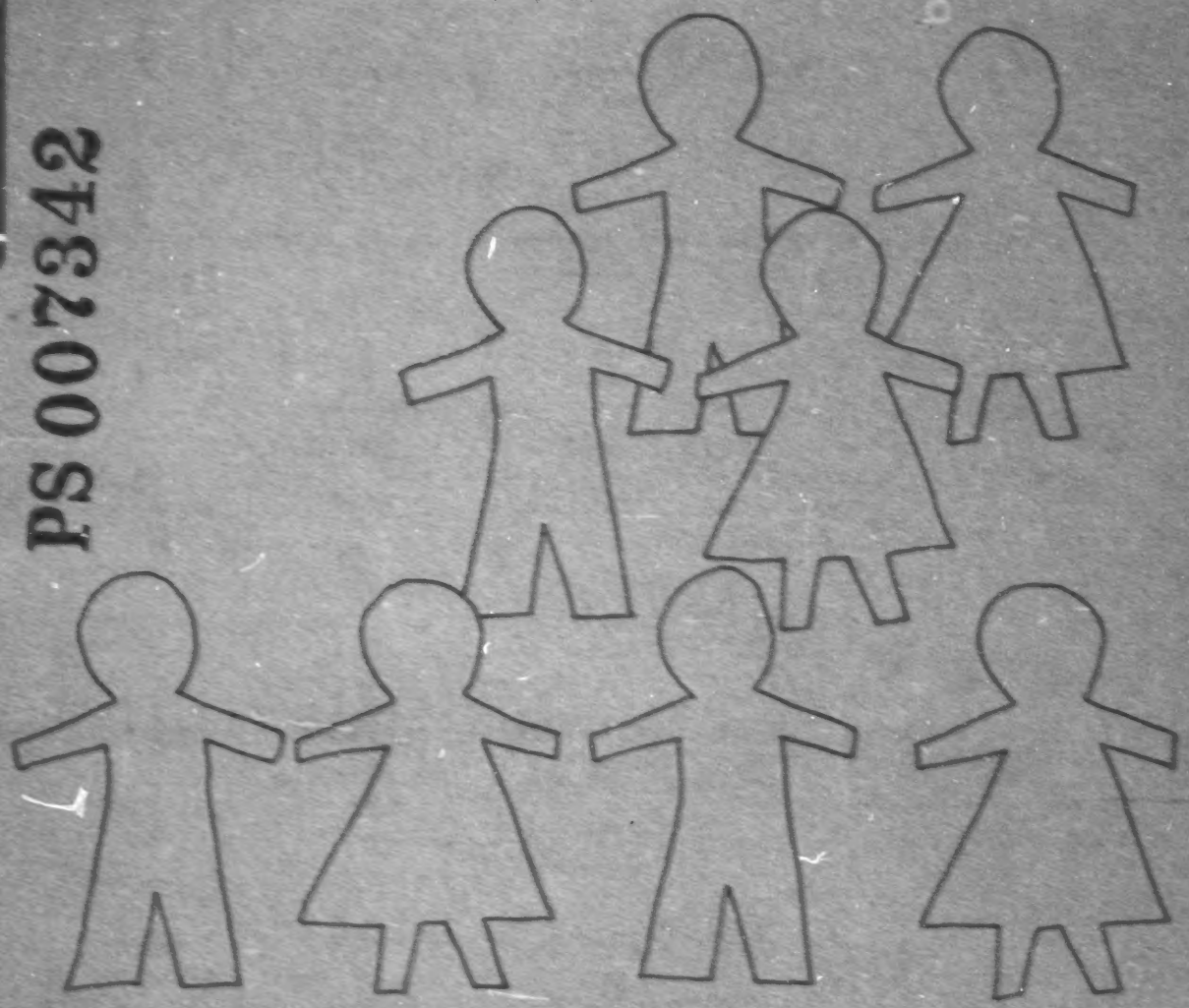

THE JUNIOR KINDERGARTEN

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THE JUNIOR KINDERGARTEN

AN ANNOTATED BIBLIOGRAPHY

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INTRODUCTION

In recent years, increasing emphasis has been placed by both educators and parents on the theory and practice of education for young children. The early years of childhood are the time when children are learning how to learn, when they need suitable environments to develop their curiosity and intellectual abilities, and when group activities foster the development of social skills.

In response to these pressures, a number of school boards across Canada have established programs for children formerly considered too young to enter the public school system. These "junior kindergartens" enrol children four years of age. However, numerous problems have arisen in setting up junior kindergartens. What kind of program - structured or emphasizing free play - is more beneficial to the young child? What professional training best equips a teacher for the junior kindergarten? Should all children four years old in a school district attend? How beneficial are these early educational experiences to the child's total development and achievement in later years?

The bibliography that follows attempts to provide access to materials that address themselves to problems such as these. It is restricted to preschool education within a public school setting. It does not deal with the question of day care centers and private nursery schools. The bibliography is a selective listing of references to material that should be of interest to program planners, teachers and all others concerned with the subject of early childhood education.

The bibliography is divided into four sections. The first section is a general introduction to the theory of early education and provides a background against which a decision can be made to establish a junior kindergarten.

Section two deals specifically with the junior kindergarten and is divided into two subsections. Part A describes some junior kindergartens in operation in various public school systems and also describes a number of curriculum guidelines specifically developed for children at this level. Part B deals with evaluations that have been carried out to assess the effectiveness of the junior kindergarten experience on the child.

Section three contains reports from some educational committees set up to study the need for and feasibility of extending public education to younger pupils. This section will hopefully enable the reader to understand how some educational authorities have arrived at a decision on this question.

The last section describes a number of specific preschool programs recently developed that illustrate various approaches to early education and the teaching of young children. Evaluations of the major programs are also included.

Three criteria were stressed in selecting material for the bibliography. First of all, as much relevant Canadian material as possible is included. Secondly, the literature of research carried out in the last five years was selected. Finally, books, journal articles and research studies were chosen that contained extensive bibliographies for further study. No references to instructional materials are included as this area lies outside the immediate scope of the bibliography.

ACKNOWLEDGEMENTS

The Library would like to thank the various boards of education in Ontario and provincial departments of education for the very useful assistance which they have provided.

Material in quotation marks has been drawn from the work cited (well within publishers' prescribed limits of free use of 500 words or less for publicity purposes).

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I. EARLY CHILDHOOD EDUCATION: THEORY, ISSUES AND TRENDS

A. Books and Reports

1 Blemiller, Andrew J., ed. Problems in the Teaching of Young Children. Toronto, Ont.: The Ontario Institute for Studies in Education, 1970.

Of the seven papers in this monograph, five were presented at a conference on Problems in the Teaching of Young Children. The last section highlights the theories of early education and various teaching methods that were presented. Bibliographies included.

2 Blackstone, Tessa. A Fair Start: the Provision of Preschool Education. London, Eng.: Allen Lane, 1971.

An explanation of the origin and growth of preschool education in England and Wales in the twentieth century. Extensive bibliography.

3 Brison, David W. and Hill, Jane, eds. Psychology and Early Childhood Education. Toronto, Ont.: The Ontario Institute for Studies in Education, 1968.

The purpose of the Conference on Preschool Education, at which the papers in this monograph were presented, was to relate psychological theory and research to educational practice. Discussed in detail are the Bereiter-Engelmann preschool program for disadvantaged children and the Durham Education Improvement Program. Engelmann explains some priorities in preschool education, such as teacher training and curriculum development. Bereiter describes some goals and methods of early education. Most sections include bibliographical references.

4 Butler, Annie L. Current Research in Early Childhood Education: a Compilation and Analysis for Program Planners. Washington, D.C.: American Association of Elementary-Kindergarten-Nursery Educators, 1970.

Research material chosen for inclusion in this book reflects the outcomes of early education programs or analyzes important issues in early childhood education. A very extensive bibliography of books, articles and research reports is included.

5 Butler, Annie L. and others. Literature Search and Development of an Evaluation System in Early Childhood Education. Bloomington, Ind.: Indiana University, 1971. (Available from ERIC Document Reproduction Service ED 059 780 - ED 059 784).

The main objectives of this three-part project included the following: an investigation of the characteristics of preschool children that relate to later achievement in primary school, a review of a number of standardized and nonstandardized tests that assess changes occurring in children due to preschool participation, and the development of an evaluation scheme to survey the effectiveness of various preschool programs. A lengthy bibliography is included.

6 Canadian Teachers' Federation. Early Childhood Education. Ottawa, Ont.: 1972.

Canadian, American and British materials are listed in this bibliography of books, articles, research reports and theses covering the years from 1966 to 1971.

7 Conference on Early Childhood Education. Report. Moncton, N.B.: University of Moncton, Department of Education, 1972.

The aim of the conference was "to learn about the most recent research, investigations and developments concerning the organization, programs and teacher training for early childhood education." The papers presented included discussions of kindergartens and the public school system, steps in implementing preschool education programs, and learning principles at the preschool level.

8 Evans, Ellis D. Contemporary Influences in Early Childhood Education. New York, N.Y.: Holt, Rinehart and Winston, 1971.

Various early education strategies are examined from a research viewpoint. Among the issues discussed are Piagetian influences on early childhood curricula, the Bereiter-Engelmann structured approach to the development of cognitive skills, Projects Head Start and Follow Through, and the British Infant School movement. The last chapter is a summary of general goals and problems in preschool education. Each chapter contains an extensive bibliography.

9 Frost, Joe L., ed. Early Childhood Education Rediscovered: Readings. New York, N.Y.: Holt, Rinehart and Winston, 1968.

This collection of fifty-one essays reflects preschool educators' major concerns about topics such as continuous learning, optimal learning environments for young children, cognitive development, and educational programming for preschool children. Two sections discuss the revived interest in Montessori schools and Piaget's developmental theory.

10 Hess, Robert D. and Bear, Roberta Meyer, eds. Early Education: Current Theory, Research and Action. Chicago, Ill.: Aldine Publishing Co., 1968.

This volume of the formal papers presented at the Social Science Research Council Conference on Preschool Education in 1966 examines "information and opinions on the current status of preschool education and theory and methodology in child development research." Among the topics discussed are cognitive development in the preschool years, maternal influences on early learning, theory of early enrichment programs and research on language development in preschool education. An extensive bibliography is appended.

11 Hildebrand, Verna. Introduction to Early Childhood Education. New York, N.Y.: Macmillan, 1971.

Prepared for those concerned with teaching the child aged three to six, this book discusses the goals of early education, child development, planning adequate classroom environments, teaching techniques, and the curriculum of nursery schools and kindergartens. The last section reiterates the need for adequate co-operative home and school efforts if early childhood education is to be successful. Additional readings are included in each chapter.

12 Mills, Belen C. Understanding the Young Child and His Curriculum: Selected Readings. New York, N.Y.: Macmillan, 1972.

This collection of forty-nine essays reflects a "balance of theory, practice and research attuned to the needs of young children." Of particular interest is the last section that describes education programs in other countries. Recommended readings are included at the end of each section.

13 Nixon, Ruth H. and Nixon, Clifford L. Introduction to Early Childhood Education. New York, N.Y.: Random House, 1971.

The basic concepts of early childhood education as well as their practical application are explored in this text. Problem solving, skills, creativity and values are among the topics dealt with. Each chapter includes a section on "principles" and applications within the nursery school and kindergarten structure. Extensive bibliography.

14 Porter, Sandra. Early Childhood Education: an Annotated Bibliography. North York, Ont.: Board of Education for the Borough of North York, 1972.

This bibliography and its addendum provide a representative sample of most of the current concepts in early childhood education. Both the theoretical and practical aspects of the topic are discussed in the monographs, journal articles, and research reports selected for inclusion.

15 Spodek, Bernard. Early Childhood Education. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

The first part of this book deals with the justification for early education and an analysis of various preschool curriculum models. The second section, through a collection of essays and articles by practitioners and model designers, investigates particular issues of current concern in early education. References included.

16 Weber, Lillian. The English Infant School and Informal Education. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

A study of English nursery and infant schools and a description of the theory and practice of informal education as it might relate to North American preschool education. Lengthy bibliography. A review appears in Interchange, IV, No. 1, 1973.

17 Widmer, Emmy Louise. The Critical Years: Early Childhood Education at the Crossroads. Scranton, Pa.: International Textbook Co., 1970.

Patterns of child growth and cognitive development are discussed as an introduction to the rationale of early childhood education. The author also describes proper school environments for young children. Each section contains lengthy suggestions for further reading.

18 Yan, Rose. Early Childhood Education; a Selected, Annotated Bibliography. Aurora, Ont.: York County Board of Education, Division of Planning and Development, 1973.

This bibliography includes monographs, journal articles, research reports and curriculum resources. Numerous Canadian references are noted, and the emphasis is on studies carried out in the last five years.

B. Journal Articles

19 Brandt, Richard M. "The Readiness Issue Today." Teachers College Record, LXXI (February, 1970), 439-49.

The aim of a preschool should be to develop in the child readiness for regular school instruction. The author cites guidelines for the determination of readiness that can be used as guidelines for effective teaching in preschool situations. References included.

20 "Early Childhood Education." National Elementary Principal, LI (September, 1971), whole issue.

Among the topics investigated are Piagetian curricula, day care centers, nursery schools, Project Head Start, parental involvement in preschools, and the function of play in early childhood education.

21 "Early Years of Childhood." Theory into Practice, XII (April, 1973), whole issue.

Articles included in this journal cover some of the theoretical and practical problems in early childhood education. Among the issues dealt with are the nature of cognitive and psychosocial development of young children, physical education in the early years, and the future of preschool programs. References are included for each article.

22 Elkind, David. "The Case for the Academic Preschool: Fact or Fiction?" Young Children, XXV (January, 1970), 132-40.

This article discusses the four major arguments of those advocating more structured nursery school instruction: it is more economical than later interventions, it is easier for young children to learn, it is important to maximize intellectual growth during the preschool years, and finally, traditional preschool experiences are not sufficiently directed toward the cognitive stimulation of the child. Evidence seems to show each of these arguments to be weak, and the author concludes that "with respect to middle class children, the traditional preschool still appears to be consonant with the maximum benefit to the intellectual and emotional growth of the preschool child." Bibliography.

23 Elkind, David. "Preschool Education: Enrichment or Instruction?" Childhood Education, XLV (February, 1969), 321-28.

Enrichment versus instruction views of preschool education for the middle class child are discussed in the context of the issues of readiness, pressure, self-expression and creativity. No research yet undertaken has proven one method to be entirely superior to the other.

24 Fowler, William. "On the Value of Both Play and Structure in Early Education." Young Children, XXVI (October, 1971), 24-36.

Fowler presents a model for early education encompassing both the cognitive and developmental aspects of learning. While the value of play is recognized, "cognition, organization of program and learning" are felt to be essential for a successful early education program. The model proposed is explained in three ways: through a conceptual framework, a discussion of methods and a review of relevant research. Bibliography.

25 Katz, Lillian G. "Teaching in Preschools: Roles and Goals." Children, XVII (March-April, 1970), 43-48.

Describes different role models for preschool teaching and the effects that different teaching styles have on children's behavior and achievement. Implications for the future are outlined. Bibliography.

26 Kohlberg, Lawrence. "Early Education: a Cognitive-Developmental View." Child Development, XXXIX (December, 1968), 1013-62.

An investigation of Piaget's theories of cognitive development that may be of practical use for the preschool educator. Kohlberg argues that specific academic preschool training is unlikely to have long term beneficial effects. Critiques of the article appear in Interchange, I, No. 1, 1970. Kohlberg's reply to the critiques appears in the same issue.

27 Moore, Raymond S. and Moore, Dennis R. "How Early Should They Go to School?" Childhood Education, L (October, 1973), 14-20.

A review of research findings that indicate that an adequate home environment is more conducive to the cognitive, affective and physiological development of the average child than is a preschool environment. Bibliography. A different viewpoint, by Annie L. Butler, appears in the same issue.

28 Robison, Helen F. "The Decline of Play in Urban Kindergartens." Young Children, XXVI (August, 1971), 333-41.

The teacher's role in emphasizing the value of play for children is stressed. The author sees play behavior as a unique opportunity for the child to develop awareness of himself in relation to others.

29 Rohwer, William D. "Prime Time for Education: Early Childhood or Adolescence?" Harvard Educational Review, XLI (August, 1971), 316-41.

A review of research studies suggests that early childhood may not be the optimal age to impose formal learning. Rohwer suggests that this learning could be postponed to later years "to reduce the degree of alienation from schooling which many students experience, while at the same time producing equal or better results in terms of extra-school achievements." Lengthy bibliography.

30 Sinclair, Hermina and Kamii, Constance. "Some Implications of Piaget's Theory for Teaching Young Children." School Review, LXXVIII (February, 1970), 169-83.

Children's reasoning abilities must be fully understood so that learning experiences can be cumulative. In addition, one must judge the child's level of cognitive development in order to present learning situations with the appropriate level of difficulty. Piaget's theory is useful in these respects as it can "build up coherent reasoning by gradual discovery, [so] all learning can take place in a meaningful way." A learning experiment is cited that uses this approach. References included.

31 Spodek, Bernard. "What Are the Sources of Early Childhood Curriculum?" Young Children, XXVI (October, 1970), 484.

The sources of curriculum for young children may evolve from observation of children themselves, developmental theories, learning theories, psychological testing or school content in later years. Spodek presents a solution that uses all these areas of knowledge as "resources" in developing an early childhood curriculum. References included.

32 Weber, Evelyn. "The Function of Early Childhood Education." Young Children, XXVIII (June, 1973), 265-74.

Education for the young child should not be devoted only to cognitive development or only to developing self-actualization. The school should aim to educate the whole child. Results of a number of research studies are cited to validate this hypothesis. References included.

33 Weininger, Otto. "Unstructured Play as a Vehicle for Learning." International Journal of Early Childhood, IV (No. 2, 1972), 63-69.

A review of a number of theories about the nature of play that suggest its usefulness for the total development of young children. References included.

34 Wohlwill, Joachim. "The Place of Structured Experience in Early Cognitive Development." Interchange, I (No. 2, 1970), 13-27.

A critical examination of whether the structured approach to preschool education is best suited to cognitive functioning in young children. Bibliography.

II. THE JUNIOR KINDERGARTEN

A. Program Descriptions and Curriculum Guidelines

35 Beaulieu, Blanche. "A l'école des quatre ans." Education Québec, IV (septembre, 1973), 18-20.

A description of the classes for four-year-olds that have been organized by the Department of Education in a number of school boards across Quebec.

36 Boehm, Ann E. "One Model for Developing a Prekindergarten Assessment Program." Exceptional Children, XXXVII (March, 1971), 523-27.

Teachers, aides and parents worked together to develop an assessment program that reflects the main curriculum goals of a prekindergarten. References included.

37 Cohen, Dorothy H. "Continuity from Prekindergarten to Kindergarten." Young Children, XXVI (May, 1971), 282-86.

If the teachers of preschool children recognize the continuity of growth and learning in four- and five-year-olds, there should be no problems in designing curricula that are appropriate for each level. Emotional impulses, interest in others, curiosity and developmental differences must be dealt with at the child's level of experience and maturation.

38 Cordis, LeOra L. Learning Abilities of the Prekindergarten Child. Eugene, Ore.: Oregon University, 1972. (Available from ERIC Document Reproduction Service ED 066 225).

The Kindergarten Evaluation of Learning Potential (KELP) was used to obtain data to analyze the cognitive processes of the prekindergarten child. Results showed that "the ability to conceptualize preacademic skills is significantly better established at four and one-half years than at four years. This conclusion supports Piaget's theory that children develop the ability to generalize at about age four." The study suggests implications for curriculum development for children at this age. Bibliography. A short description of the study appears in Saskatchewan Journal of Educational Research and Development, III, Spring, 1973.

39 "Early School Admissions: a Baltimore Best Seller." Today's Education, LVIII (November, 1969), 57-58, 74-76.

A description of the prekindergarten program established for Baltimore inner-city four-year-olds.

40 Flynn, Tim. Pre-Kindergarten Scale. Carbondale, Ill.: Southern Illinois University, Department of Special Education. (Available from ERIC Document Reproduction Service ED 073 160).

"Twenty-five-item scale for rating prekindergarten children concerns personal and cognitive skills. Directions for using the scale are provided."

41 Gaston, Helen. Kindergarten: Questions and Answers. Etobicoke, Ont.: Board of Education for the Borough of Etobicoke, Curriculum Branch, 1971.

This booklet is designed for junior and senior kindergarten teachers who want to provide integrated programs for their students. Among the topics discussed are the adequate provision of toys and educational materials, the establishment of good environments for children in the classroom, and the value of play as the basis for the development of intellectual skills.

42 Goldsborough, Harriett. Kindergartens in Canada: a Survey of Some Pre-Grade One Programs in Publicly-Supported School Systems. Toronto, Ont.: Canadian Education Association, 1972.

Fifty urban and rural school boards across Canada were surveyed for information on enrolment, admission policy, class ratios, staff, and experimental projects of their pre-grade one programs. Junior kindergartens are discussed in a separate section. The chapter entitled "A Sampling of Projects and Programs" is a current overview of preschool innovations in various centers.

43 Lake Superior. Board of Education. Report on Early Childhood Education Programme. Schreiber, Ont.: 1972.

Description of the workshops and resolutions that led to the board's decision to establish its "Activity Programme" for four-year-olds. As part of the program, the board conducts detailed assessments of the prekindergarten child in such areas as social-emotional behavior responses, school readiness tasks, verbal self-awareness, concept development and gross and fine motor co-ordination. Copies of the assessment profiles are included.

44 Montgomery, Jacqueline. "A Junior Kindergarten Programme." Child Study, XXX (Spring, 1968), 32-35.

Describes the necessary elements of a successful junior kindergarten in an inner-city school.

45 Nash, C. Early Childhood Education Workshops. Sudbury, Ont.: The Ontario Institute for Studies in Education, Midnorthern Centre, 1973.

As part of an ongoing project, Midnorthern Centre, in conjunction with the Sudbury and District Roman Catholic Separate School Board, has arranged a series of workshops "mainly intended to help the teacher of young children to plan and develop a full and varied program of sequenced activities to promote learning through play." The manual suggests ideas for planning learning environments, planning pre-number, pre-science and pre-reading experiences, planning creative activities and planning a gross motor program in the junior kindergarten. The author also includes a child development chart and diagrams to illustrate important points.

46 Ontario. Department of Education. Kindergarten. Toronto, Ont.: 1966.

A general curriculum guide that focuses on the goals of kindergarten education, the establishment of routines, the development of children's interests and "subjects" introduced at this level. This guideline is used by a number of boards as a beginning for the development of junior kindergarten curricula.

47 Ontario Teachers' Federation. Curriculum Guidelines for Junior Kindergartens. Toronto, Ont.: 1973.

Discusses various views of early childhood education, the rights of children in the preschool, staff selection and training, child-teacher relationships, provision of an appropriate school environment, the value of play, successful home-to-school transition, and evaluation of the four-year-old in junior kindergarten. An extensive bibliography is included. The Toronto Board of Education's guideline entitled Early Childhood Education is reproduced in full.

48 O'Bryan, K.G. Junior Kindergarten Experimental Study. Toronto, Ont.: The Ontario Institute for Studies in Education, 1973.

The Ministry of Education contracted five studies in the Junior Kindergarten Experimental Project. The studies, from North York, Scarborough, Welland, Ottawa and Kingston investigated the problem of whether non-certificated teachers should be eligible for employment in junior kindergartens. Dr. O'Bryan's report analyzes the basic structure and outcomes of each study and presents information on certification from a review of the literature as well as from an inspection of the nursery school system in Great Britain. The author documents the limitations of the studies as well as implications for future research.

49 The Young Child Learns: a Guide for Four-Year-Olds. Corpus Christi, Tex.: Corpus Christi Independent School District, 1971. (Available from ERIC Document Reproduction Service ED 072 838).

A suggested teaching guide for activities in the prekindergarten. Characteristic capabilities of four-year-olds are described in the light of a preschool program concerned with the development of language and motor skills, cognitive and personal development and creative thinking. Bibliography.

B. Evaluating the Benefit of Junior Kindergartens

50 Bajus, Edward J. "Junior Kindergarten: a Study of Principals', Kindergarten and Primary Teachers' and Parents' Opinions Related to 'Should a School Board Innovate a Junior Kindergarten Program?'" Unpublished M.Ed. thesis, Niagara University, 1972.

This study investigates the pros and cons of establishing a junior kindergarten program in the Dufferin-Peel County Roman Catholic Separate School Board in Ontario. Educators and parents were surveyed to assess their opinions on the merits, values and effects of the program. The study concludes that "the maturity and needs of the child must be met before innovating any type of program." As far as the benefits of attending junior kindergarten are concerned, each child must be considered on his own merit. The author recommends that "If research shows that there are very little lasting effects in the junior kindergarten program, and if a school board has an abundance of funds available, the best way to provide sounder education would be to channel the available funds towards decreasing the pupil-teacher ratio in the primary grades." Bibliography.

51 Burnham, Brian. Evaluating an Alternative to "Junior Kindergartens": Research on Four-Year-Olds who Enrolled in Regular Kindergarten Classes in York County, 1969-72. Aurora, Ont.: York County Board of Education, 1973.

York County decided in 1969 to place certain four- and five-year-olds in a common kindergarten as an alternative to junior kindergartens. The board conducted research to evaluate the progress of the early admission pupil. By the end of grade two, junior and senior groups "performed comparably" on achievement and ability tests. Burnham raises some unanswered questions about early education.

52 Crawford, Patricia. Survey of Teachers' Perceptions of the Junior Kindergarten Programme. North York, Ont.: Board of Education for the Borough of North York, Research Department, 1971.

Each of the forty-one junior kindergarten teachers in North York was asked to write descriptive case studies of six children in the class who seemed to have made the most significant learning gains since September. The results showed the greatest improvement in social skills and learning skills, and it was concluded from the study that the children were showing improvement in the areas that would be important to their future success in school.

53 Crawford, Patricia and Virgin, Albert E. Examination of Four Groups of Grade Two Pupils Based on Prior Participation in Junior Kindergarten and Nursery School Programs. North York, Ont.: Board of Education for the Borough of North York, Research Department, 1971.

Grade two pupils in six North York schools were rated by their teachers using a Teacher Rating Questionnaire. Three schools offered a junior kindergarten program and three did not. In the schools which offered a junior kindergarten program, boys who did not attend junior kindergarten received much lower ratings than their classmates. In schools not offering a junior kindergarten program, boys who had not attended nursery school received lower ratings than male classmates who had. Both groups of boys were rated lower than girls. Bibliography.

54 Dilling, H.J. and Vernon, Ruth. Evaluation of the Junior Kindergarten Program in Scarborough. Scarborough, Ont.: Board of Education for the Borough of Scarborough, Research Department, 1971.

Questionnaires were sent to senior and junior kindergarten teachers to evaluate the effects of the junior kindergarten program on children. The results showed that, according to the senior kindergarten teachers, children with junior kindergarten experience were underrepresented among the children displaying negative tendencies and overrepresented among children displaying positive tendencies when school began in September. Junior kindergarten teachers noted favorable advances in language and physical development, elimination of negative tendencies and the development of skills and talents.

55 Di Lorenzo, Louis T. Prekindergarten Programs for Educationally Disadvantaged Children. Final Report. Albany, N.Y.: New York State Education Department, Office of Research and Evaluation, 1969. (Available from ERIC Document Reproduction Service ED 038 460).

Reports results of a study from 1965 to 1969 involving disadvantaged children in eight school districts in New York State. Objectives of the year-long programs were the development of intelligence, language, self-concept and physical development. Control groups were used. The experimental group performed better on intelligence and language tests than the control groups, but "these results were achieved only by the cognitive-oriented programs and not the nursery or early childhood-oriented programs." No program significantly improved self-concept or physical development for any of the groups. Other results are documented. A short summary of the major findings of the study appears in American Education, VII, January-February, 1971.

56 Dunlop, James M. and Coffman, Alice O. The Effects of Assessment and Personalized Programming on Subsequent Intellectual Development of Prekindergarten and Kindergarten Children. Final Report. University City, Mo.: University City School District, 1970. (Available from ERIC Document Reproduction Service ED 045 198).

Description of a four-year study on the effects of personalized programs for prekindergarten children who were followed through their first or second primary year. Control groups of children attended nursery school or remained at home. The children represented a wide range of abilities and socio-economic levels. Results are documented and questions are raised. References included.

57 Gill, Mohindra P. "Relationship Between Junior Kindergarten Experience and Reading Readiness." Ontario Journal of Educational Research, X (Autumn, 1967), 57-65.

The Dominion Group Test of Reading Readiness was administered to a group of well-matched senior kindergarten pupils with and without junior kindergarten experience. The performance on the test was significantly higher for the pupils with junior kindergarten experience. The author outlines implications of the study and suggestions for further research.

58 Hunter, Madeline. "Public Education for Four-Year-Olds: 'To Be or Not To Be'." Childhood Education, XLIX (May, 1973), 403-07.

The author argues for the provision of public education for all four-year-olds, not just the disadvantaged. As well, she notes the criteria for a successful early education program. References included.

59 Palmer, Judith. The Effects of Junior Kindergarten on Achievement: the First Five Years. Toronto, Ont.: Board of Education for the City of Toronto, Research Department, 1966.

The longitudinal Study of Achievement was initiated by the Toronto board in 1960. Junior kindergarten pupils were studied each year until grade two by means of standardized tests and teacher ratings. The results showed that the child most likely to obtain higher test scores because of junior kindergarten experience was "English speaking with both parents having attended, but not graduated from, high school." The diminishing influence of junior kindergarten is discussed, as well as implications of the study. Bibliography. An appendix volume contains the detailed results of all the "t" tests that serve as the basis for statements in the report. A review of the findings was presented in Child Study, XXIX, Fall-Winter, 1967.

60 Palmer, Judith. Pre-school Education - Pros and Cons: a Survey of Pre-school Education with Emphasis on Research Past, Present and Future. Toronto, Ont.: Board of Education for the City of Toronto, Research Department, 1966.

This bibliographical review of the literature discusses such topics as the effect of junior kindergarten on I.Q., social development, behavior and personality, and achievement. The author also notes the limitations of research carried out to date.

61 Rogers, Rex S. A Consolidated Report on the "Draw-a-Classroom" Test - a Study of the Drawing Behaviour of Children in Toronto Public Schools. Toronto, Ont.: Board of Education for the City of Toronto, Research Department, 1969.

The D.A.C. test was devised to provide information on how the child sees the world around him, and it was one of the measures used by the Toronto board for its longitudinal Study of Achievement. Drawings were collected from children between junior kindergarten and grade four inclusively. The results showed that the content of drawings in senior kindergarten is only slightly influenced by junior kindergarten experience, and this influence diminishes rapidly in time. The drawings were shown to have little predictive value of children later referred to Child Adjustment Services. The D.A.C. test may prove useful as a communication device between teacher and pupils in the classroom. Bibliographies.

62 South River, Ontario. East Parry Sound Board of Education. Kindergarten and Early Childhood Education: Research and Inquiry. South River, Ont.: 1972.

This report investigates at length the issue of full- and half-day kindergartens. The psychology of preschool children is discussed as it relates to the school curriculum. The last section of the study focuses on the junior kindergarten program, its advantages and disadvantages, value of play and estimated costs of program implementation.

III. GOVERNMENT AND SCHOOL BOARD STUDIES OF PRESCHOOL EDUCATION

63 Alberta. Commission on Educational Planning. A Choice of Futures: Report. Edmonton, Alta.: Queen's Printer, 1972.

The report recommends publicly supported "guided learning" for all five-year-olds in the province, as well as "selective experience" for disadvantaged and handicapped children aged three and four. As well, the Commission outlines the need for more educational day care services and a learning package called "Early Ed" that would consist of television programs and supplementary learning kits. Extensive bibliography.

64 Calgary. School Board. Elementary Division. Early Childhood Education: Report. Calgary, Alta.: 1972.

In 1972, the Calgary School Board requested a report from the administration on the feasibility and costs of the following alternatives in providing preschool education experiences for students in the system: lowering of the admittance age, double entry system, universal preschool classes, and utilization of readiness tests. The report discusses the pros and cons of early childhood education, with particular reference to Alberta studies. Detailed studies of each of the alternatives listed above are included. The conclusion is that "In regard to preschool education, evidence now exists to support the argument that in the long run there is a significant saving to society when the prices of human resources are recognized and developed before it is too late." Bibliography.

65 Early Childhood Education: Report of the Task Force on Early Childhood Education. Sacramento, Calif.: California State Department of Education, 1972. (Available from ERIC Document Reproduction Service ED 069 375).

This document outlines "the design for an early childhood education program for California ... which formulates goals, performance objectives, program content standards, and an evaluation system for an overall articulated program." Among its recommendations are publicly supported schools for children four to eight, parent education and involvement, and the provision of adequate health and social services for the children. References included. Journal articles treating the report appear in Phi Delta Kappan, LIII, June, 1972, and Phi Delta Kappan, LIV, April, 1973.

66 Great Britain. Central Advisory Council for Education. (England). Children and Their Primary Schools. London, Eng.: H.M.S.O., 1967.

Chapter nine, "Providing for Children Before Compulsory Education," explains the council's endorsement of nursery schools for children aged three to five as part of the public education system. References included.

67 London, Ontario. Board of Education. Committee on Kindergarten Admission Age. Entrance Age and Preschool Education. London, Ont.: Board of Education for the City of London, Educational Research Services, 1973.

Dr. R.G. Stennett and Dr. P.C. Smythe prepared seven papers as background information for the committee's report. The topics discussed are entrance age, early entry for gifted children, screening for admission, multiple entry dates, a brief history of early childhood education in England and North America, preschool compensatory programs and universal preschool education. Each topic includes a bibliography. An extensive work entitled Bibliography of Studies on Various Aspects of Preschool Education has also been prepared by the board's Educational Research Services.

68 London, Ontario. Board of Education. Committee on Kindergarten Admission Age. Report. London, Ont.: 1973.

This report documents a stucy made of the "literature and research, policies and practices related to kindergarten education (for four- and five-year-olds) in selected public school boards across Ontario, and the trends in early childhood education." Among the committee's recommendations are: no change in admission date to kindergarten to admit younger children, no more than one entry date during the year for entrance to kindergarten, no establishment of an admissions committee to assess the readiness of a child who does not meet the kindergarten age requirement, and no classes for four-year-olds, apart from compensatory programs, to be established in London at the present time. The committee does suggest, however, that a detailed report on preschool education for this age group be prepared in 1974. The report also includes the questionnaires sent to boards to survey their policies and practices related to kindergarten education.

69 New Brunswick. Committee on Educational Planning. Education Tomorrow. Fredericton, N.B.: Department of Education, 1973.

The committee was formed by the Department of Education "to determine if the present educational process is sensitive to the needs of the present and the future." One of the report's recommendations deals with the establishment of publicly supported kindergartens for all five-year-olds in the province, as well as the development of "selective" preschool programs for children handicapped in any way, to ensure adequate readiness for elementary school experiences.

70 Peel County. Board of Education. Kindergarten Review Committee. Report. Mississauga, Ont.: 1972.

The committee was established to "review the admissions policy to kindergarten with a view of presenting a comprehensive report regarding the alternatives available and their implications regarding individual pupil progress through the system." The report includes a review of relevant research on early admissions, as well as tables illustrating the number of early admission students referred to the psychology department and the number of pupils delayed in their school progress by reason of birth date.

71 Saskatchewan. Department of Education. Committee on Kindergarten Education. Report of the Minister's Committee on Kindergarten Education. Regina, Sask.: 1972.

Based on the premise that "the early years of a child's life are crucial in determining his attitude toward learning and his ability to deal with subsequent experiences in school and in life," this report recommends the establishment of publicly supported kindergartens in Saskatchewan. Program objectives and implementation, value of kindergarten experience, and cost analyses are covered. The committee also recommends the continuing study by the provincial Health, Education and Welfare Committee of all aspects of early childhood education, especially at the prekindergarten level. Extensive bibliography.

72 Worth, Walter H. Before Six: a Report on the Alberta Early Childhood Education Study. Edmonton, Alta.: Alberta School Trustees' Association, 1966.

This report's conclusions and recommendations were based on research studies on the value of early education experiences as well as the provisions made by each province in Canada for preprimary education. The study recommends making education for five-year-olds an integral part of schooling and advocates more research in various aspects of early childhood education to ensure quality programs. Extensive bibliography.

IV. SPECIFIC PRESCHOOL PROGRAMS

73 Alberta. Government of Alberta. Operational Plans for Early Childhood Services. Edmonton, Alta.: 1973.

A detailed description of the Department of Education's Early Childhood Services branch that has been established to provide co-ordinated health, educational and social services for children up to the age of eight. ECS program guidelines, which are outlined in this report, suggest the use of such resources as instructional television, home visitations, teacher aids and community facilities to extend a child's group experiences.

74 Beller, E. Kuno. "Research on Organized Programs of Early Education." Second Handbook of Research on Teaching. Edited by Robert M.W. Travers. Chicago, Ill.: Rand McNally, 1973.

Following a discussion on education programs for young children, the author describes a number of longitudinal impact studies that have been carried out to measure the effect of various preschool education projects on a child's cognitive, social and emotional development. The last section deals with a preschool teacher's role, style and technique. Extensive bibliography.

75 Bereiter, Carl and Engelmann, Siegfried. Teaching Disadvantaged Children in the Preschool. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Describes "definite teaching procedures and curricula for the preschool education of disadvantaged children." Emphasis is on the improvement of verbal and reasoning skills through a structured program in order to enable these children to perform more successfully in later school years. Problems of managing the preschool are outlined. A critique of the program appears in School Review, LXXVIII, February, 1970.

76 Early Childhood Education. Seventy-first Yearbook of the National Society for the Study of Education. Edited by Ira J. Gordon. Chicago, Ill.: University of Chicago Press, 1972.

This yearbook focuses attention on the rationale for early childhood programs, including historical antecedents and developmental theories. Selected programs are analyzed as well as followup studies that have implications for program planners. Each chapter includes extensive references for further reading.

77 Garthson, Judy and Crawford, Patricia. Early Education - an Appraisal of Research. Toronto, Ont.: Board of Education for the City of Toronto, Research Department, 1970.

This monograph investigates the importance of early education and the length of time in which its effects can be demonstrated. In concentrating on culturally deprived children, various preschool programs such as Head Start, the Bereiter-Engelmann curriculum and the Montessori method are examined and research studies quoted. Results seem to prove that "no program has been demonstrated to make a major change which continued to be visible when the child continued to live and develop in the same environment and when the school system remained relatively the same." Bibliography.

78 The Impact of Head Start: an Evaluation of the Effects of Head Start on Children's Cognitive and Affective Development. (Executive Summary). Athens, Ohio: Ohio University and New York, N.Y.: Westinghouse Learning Corp., 1969. (Available from ERIC Document Reproduction Service ED 036 321).

Head Start first, second and third grade students were compared with similar students without Head Start experiences in intellectual and social-personal development. Overall results showed that neither the summer nor full-year programs resulted in significant cognitive and affective gains for the participating children. Recommendations for future programs are outlined.

79 Karnes, Merle B.; Zehrbach, R. Reid; and Teska, James A. "A New Professional Role in Early Childhood Education." Interchange, II (No. 2, 1971), 89-105.

In order to achieve the greatest success from preschool programs for children from low-income families, the parents must be involved and learning must be reinforced both in the classroom and in the home. Six studies involving the training of paraprofessionals have led to the development of the Paraprofessional Educator Manager (PEM) Model. The aim of the PEM is "to ensure that the goal of integrating home and school activities for educating the child is attained." Implications of the model are discussed. Bibliography.

80 Karnes, Merle B. and others. "A Five-Year Longitudinal Comparison of a Traditional versus Structured Preschool Program on Cognitive, Social and Affective Variables." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, 1972. (Available from ERIC Document Reproduction Service ED 062 007).

The structured Karnes Preschool Program was designed to "develop the basic language processes and to teach content in mathematics, language arts, social studies and science." It was compared with a traditional program emphasizing personal and social skills and general language development. Results of the study are presented.

81 Lavatelli, Celia Stendler. Piaget's Theory Applied to an Early Childhood Curriculum. Boston, Mass.: American Science and Engineering, 1970.

Contrasting views of early childhood education serve as an introduction to a discussion of the application of Piaget's theories to current preschool curricula. Extensive bibliography.

82 Miezitis, Solveiga. "The Montessori Method: Some Recent Research." Interchange, II (No. 2, 1971), 41-59.

"A brief review of this method for educating preschool children and criticisms leveled against it, and a review of comparative research studies in relation to several types of non-Montessori preschool programs with economically disadvantaged and middleclass populations. The comparative results are discussed in relation to three kinds of preschool experience: no schooling, traditional early childhood-oriented programs and structured cognitive-oriented programs." Lengthy bibliography.

83 Parker, Ronald K. The Preschool in Action: Exploring Early Childhood Programs. Boston, Mass.: Allyn and Bacon, 1972.

The sixteen readings in this volume "provide at least a partial structure to the development of preschool curricula and suggest some valid guidelines for the development of instructional materials." Most essays include numerous references for additional reading.

84 Shapiro, Edna and Biber, Barbara. "The Education of Young Children: a Developmental-Interaction Approach." Teachers College Record, LXXIV (September, 1972), 55-79.

The authors examine at length the principles and practices of this particular approach to early education. Also discussed are general goals for preschool education, the importance of the teacher and classroom organization, the concepts of work and play, and continuity between the school and the outside environment. Seventy-four references are cited for background information.

85 Stanley, Julian C. Preschool Programs for the Disadvantaged: Five Experimental Approaches to Early Childhood Education. Baltimore, Md.: Johns Hopkins University Press, 1972.

A discussion of five experimental preschool programs that emphasize cognitive development and organized learning. The programs examined are those developed by Bereiter and Engelmann, Weikart and Karnes, McAfee, Risely and Blank. Bibliographies.

86 Weikart, David P. and others. Longitudinal Results of the Ypsilanti Perry Preschool Project. Ypsilanti, Mich.: High/Scope Educational Research Foundation, 1970.

The project was designed to compensate for learning deficits in children from disadvantaged families. The curriculum used focused on cognitive objectives derived from Piagetian theory. More emphasis was placed on verbal stimulation and interaction, directed play activities and field trips than on social behavior and other concerns of a traditional preschool. Results of the program are presented in full. Bibliography.

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